

Miniature Golf Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources Needed:

- Each student should have access to a piece of paper and writing tool¹
- Some method of displaying images²

Learning Goal:

- The student will understand the context of the key ideas related to the topic:
 - How miniature golf is played
 - Parts of a golf hole
- The student will understand the following vocabulary:
 - **Golf:** a game in which a small, hard ball is struck with a club into a series of small holes in the ground, the object being to use the fewest possible strokes to complete a course
 - **Putter:** a golf club that is used to make the ball roll into a nearby cup
 - **Miniature Golf:** a golf game played with a putter on a small course that has one or more obstacles at each hole, also called mini golf or putt-putt
 - **Golf Hole:** part of a golf course
 - **Green:** an area of grass surrounding the cup on a golf hole
 - **Tee:** the place where the golf ball is put at the beginning of play on a golf hole
 - **Golf Cup:** where the golfer is trying to get the ball on a golf hole

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

¹ Students who need an accommodation may use their preferred tool for writing.

² Instead of displaying Figure 1, the last page of this document can be used as a handout for students.

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[Purpose: The facilitator’s goal is to help familiarize students with the game of miniature golf.]

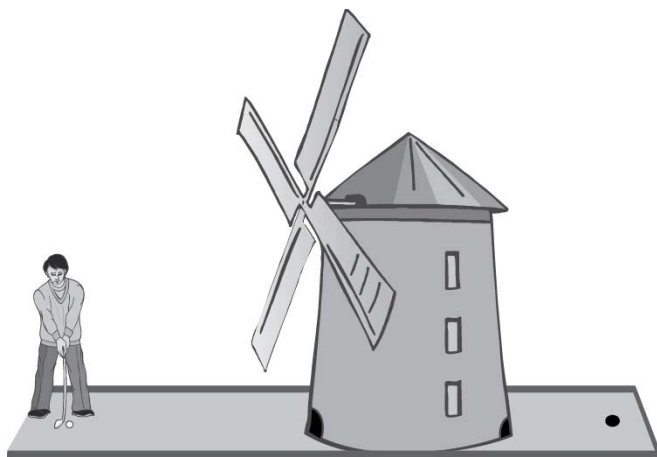
Facilitator says: “Today we are going to talk about miniature golf, also called mini golf or putt-putt. What do you know about miniature golf?” [Allow students to describe and discuss their miniature golf experiences.]

Facilitator says: “Miniature golf is a game where you try to hit a ball into a cup with a putter. Can anyone describe what a putter is?” [Allow students to describe. If no student response, describe a putter as a golf club that is used to make the ball roll into a nearby cup.]

Facilitator says: “Each area of play on a miniature golf course is called a hole. Can anyone tell us the main parts of a miniature golf hole?” [Allow students to discuss. If necessary, expand on the topic as follows.]

Facilitator says: “The main area of the hole is called the green, or green section. The tee is where the ball is placed at the beginning of play on a hole. At the end of play on the hole, there is a cup you’re trying to hit your ball into.” [Facilitator should show or hand out **Figure 1** to point out these parts of the hole.]

Figure 1. Picture of a Miniature Golf Hole



[For students who are visually impaired, describe the figure orally using the description given.]

[Picture Description: “The picture shows a man with a golf club on his hands about to hit a golf ball. There is a windmill with a small opening on the bottom. The windmill has blades rotating and at times blocking the entrance to the small opening. On the other side of the windmill is a hole, or golf cup, for the ball to go into.”]

Facilitator says: “Many miniature golf courses include obstacles that you need to get past in order to get the ball to the cup. Can anyone give some examples of the types of obstacles that miniature golf holes have?” [Allow students to discuss. Possible responses include windmills, streams or rivers, and buildings with small hole openings.]

Facilitator says: “Let’s try to draw a picture of a miniature golf hole.” [Allow time for students to draw a hole. Then have students work in pairs, small groups, or with the facilitator to examine their drawings.]

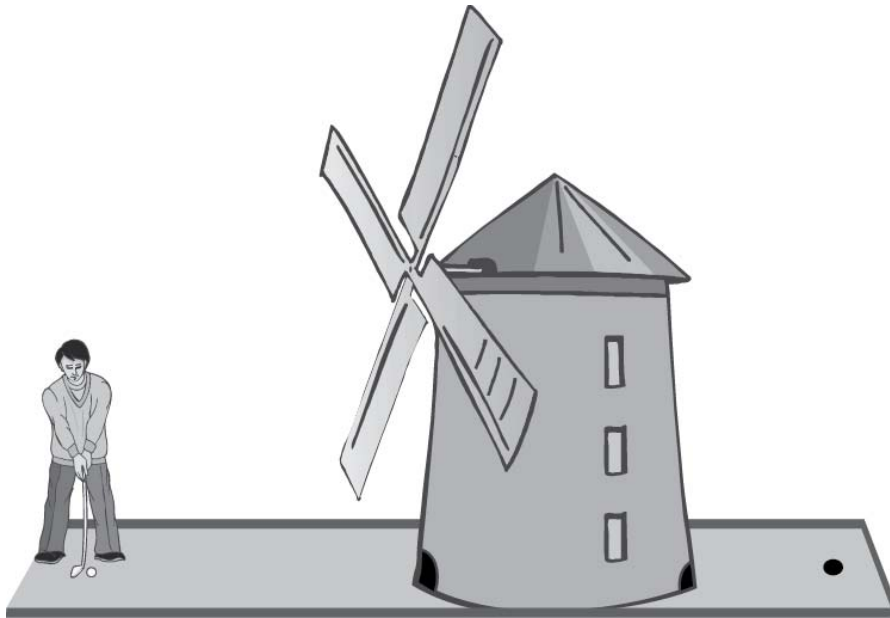
Facilitator says: “Today, we completed an activity about the game of miniature golf. These ideas may help you when you complete your performance task.”

Facilitator says: “Are there any questions?” [Allow for student questions.]

Facilitator says: “You are now ready to complete the Miniature Golf Performance Task.”

Resource Document

Figure 1. Picture of a Miniature Golf Hole



[For students who are visually impaired, describe the figure orally using the description given.]

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